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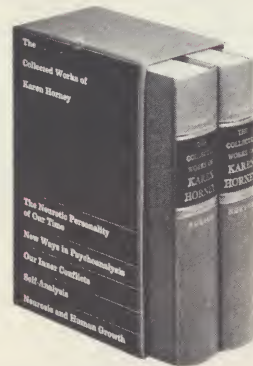
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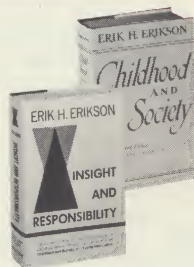
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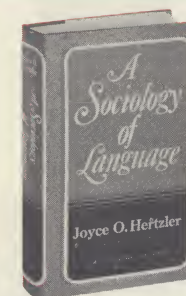
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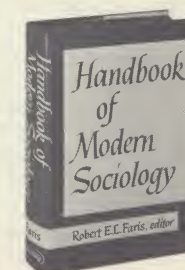
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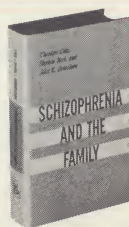
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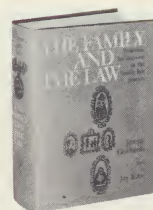
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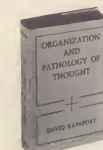
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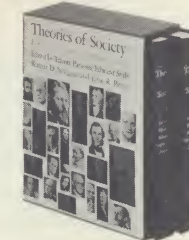
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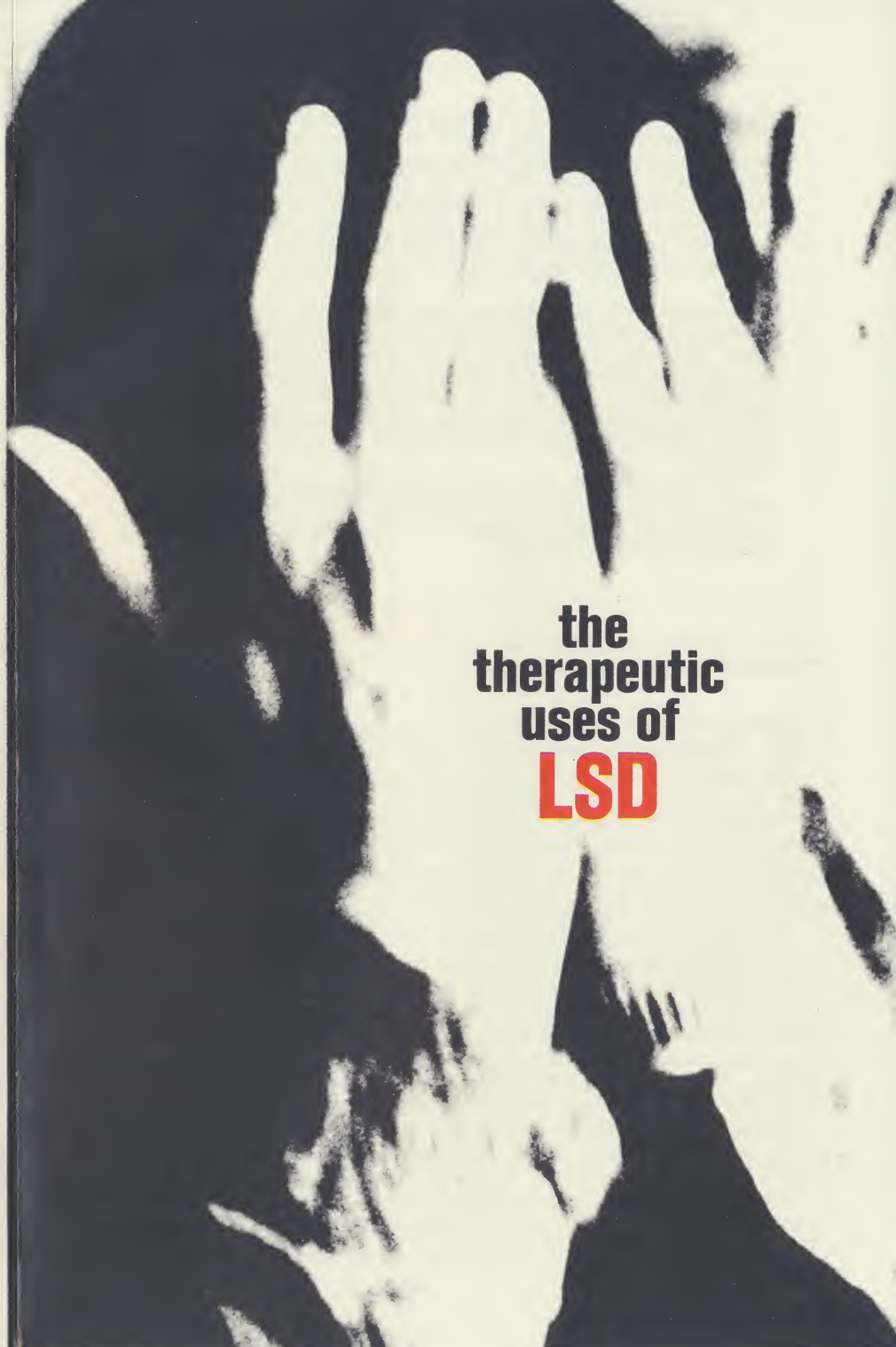
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the
therapeutic
uses of
LSD

EDITOR'S NOTE: Amid the nationwide, front-page furore over the indiscriminate use of LSD, buried among the allegations of thrill-seeking and cultism, it is sometimes mentioned that informed, expert, and methodical research into the therapeutic applications of the drug has been in progress for more than twenty years. Though voices have been raised with the charge that LSD is potentially harmful to mental processes, experienced and responsible investigators claim that it is perhaps the greatest breakthrough in psychotherapy in the last sixty years.

In an attempt to clarify the uses and effects of the drug, Dr. Harold A. Abramson—Director of Research at South Oaks Hospital, Amityville, New York, and a pioneer in the field of combined psychiatric and chemical research—convened an international group of fifty outstanding doctors, scientists, and psychiatrists who had worked with LSD. Meeting in May, 1965, these experts presented their research findings and experiences with the drug; in all, thirty-six papers were delivered.

The varied research reported, its meaningful findings, and the discussions and controversies generated at the Conference, are presented in their entirety in this important new book, *THE USE OF LSD IN PSYCHOTHERAPY AND ALCOHOLISM*.

a review by DON D. JACKSON, M.D.
Director, Mental Research Institute

There used to be a saying that the only good Indian was a dead Indian. Paraphrased in terms of the recent spate of popular, quasi-religious books on LSD: "No book on LSD is a good book!" That was true until this one: *THE USE OF LSD IN PSYCHOTHERAPY AND ALCOHOLISM*

Investigators from nine countries, with both research and clinical orientation in the use of LSD, were superbly chaired by the ineffable Frank Fremont-Smith for three days at the Second International Conference on the Use of LSD in Psychotherapy. In fact, the *Preface* by Fremont-Smith and the *Introduction* by Harold Abramson are two of the best papers in the book.

THE USE OF LSD IN PSYCHOTHERAPY AND ALCOHOLISM is a very large and very complete book on the subject and one that no reviewer can adequately cover. Suffice it to say that most of the important LSD people were at the Conference, and many aspects of the drug's chemistry, neurophysiology, side effects, and clinical uses and contraindications are discussed at great length. There are transcripts of LSD psychotherapy sessions and of multiple therapy sessions, and fascinating information about other hallucinogenic drugs which clinicians tend to overlook because "acid parties" are so popular at present.

There is much discussion (though few final answers) sparked by Fremont-Smith on dosage frequency, the number of sessions, dangers, and techniques. There is a refreshing diversity of opinion and variation interchanged.

Some of the foreign visitors who have had extensive experience with LSD—especially Professor Grof, of the Psychiatric Research Institute, Prague, and Professor Arendson Hein, of Veluweland Hospital, Holland—in their partici-

pation in the discussions, as well as in their papers, bring invaluable information to the American audience.

Special mention should go to the paper by Sidney Cohen, who begins with a discussion of what psychotherapy is in order to place it against a background of LSD therapy. It is a literate, solid paper that is certain to become a classic, whether one is reading it in relation to LSD or as a broad and searching look at the process of psychotherapy itself. This thoughtful paper is in contrast to a few of the more enthusiastic contributions given by some of those working with very large doses for alcoholics. In one, after describing a host of variables, this statement occurs: "What has happened? Obviously, the 'bad' super-ego has been demolished and replaced by a 'good', nonpunitive one, thus reducing the load."

Yet, such "looseness" is not characteristic of the papers in *THE USE OF LSD IN PSYCHOTHERAPY AND ALCOHOLISM*, and this is all the more commendable when one considers the near explosiveness of the topic and the mystique LSD seems capable of creating.

I promise the reader a long, arduous volume to get through, but one that will give him the impression that he has "made the scene" informationwise on the whole LSD enigma. It is especially pleasing to know that thoughtful, careful and imaginative scientists are working on such an important, though unfortunately sensational, problem.

"This is the first book of its kind; an assemblage of papers from people working seriously with LSD as a therapeutic adjunct. It has enormous utility for psychiatric and psychological researchers."

— GEORGE S. KLEIN, *New York University*

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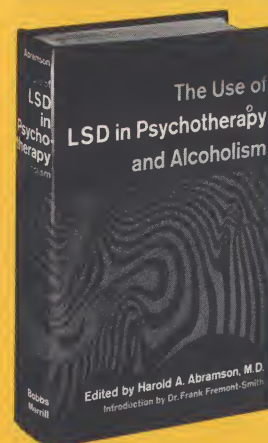
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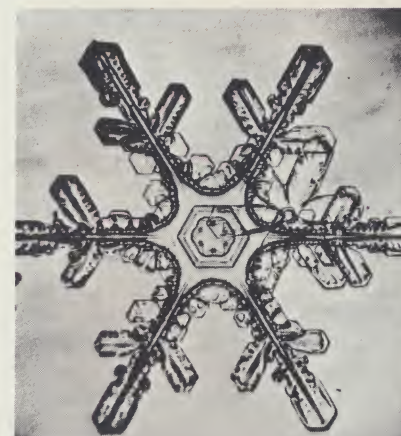
"Our cities, our buildings, objects for use, the packaging of goods, posters, the advertising in our newspapers—even our clothes, our gestures, our physiognomies—are often without visual integrity," writes Gyorgy Kepes. "The world that modern man has constructed by and large lacks sincerity and scale. It is twisted in space, without lights, and cowardly in color. It combines mechanically consistent patterns of details within formless wholes. It is oppressive in its fake monumentality; degrading in its petty fawning manner of face-lifting. Men living in this environment, injured emotionally and intellectually by the terrific odds of their compassless society, cannot avoid injury to their sensibilities, the very foundation of their creative faculties."

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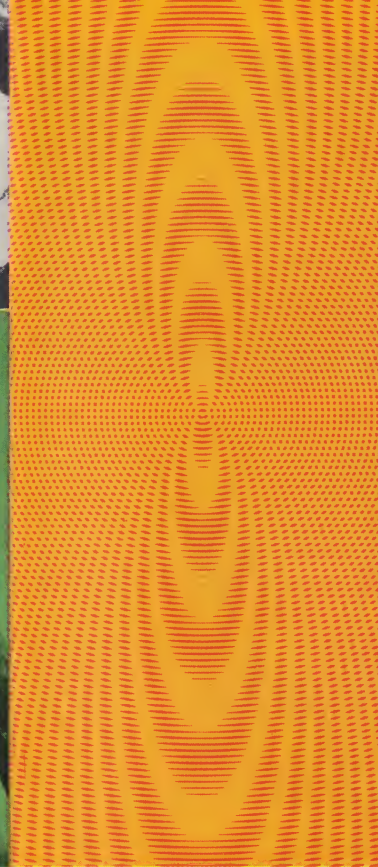
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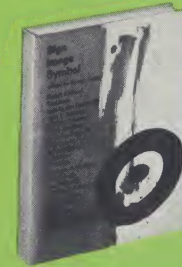
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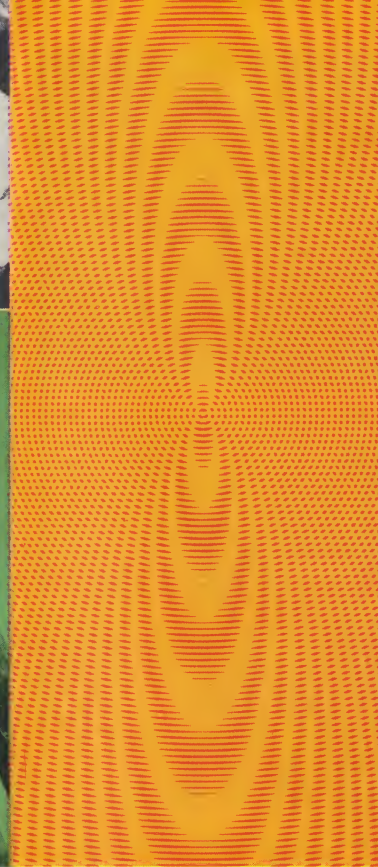
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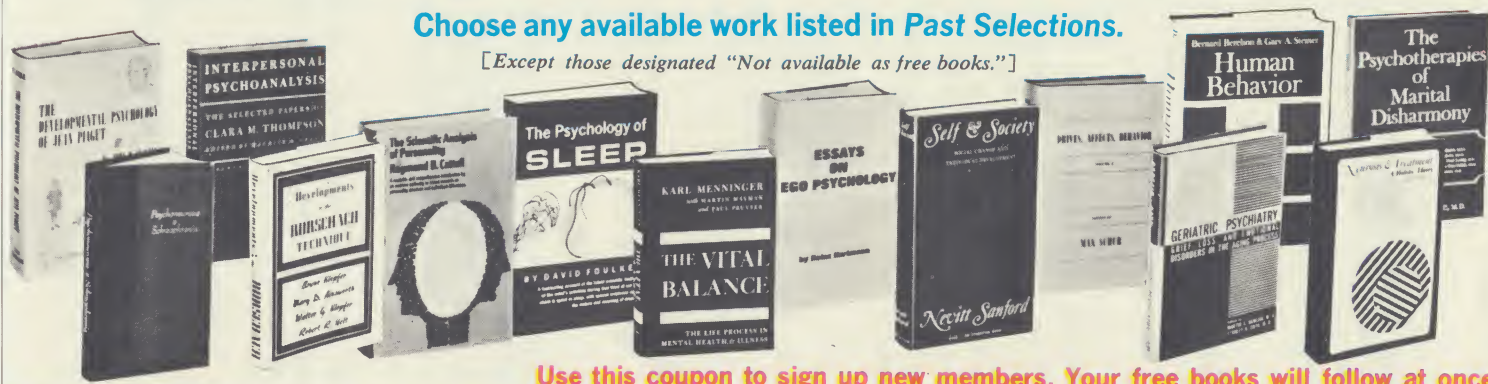
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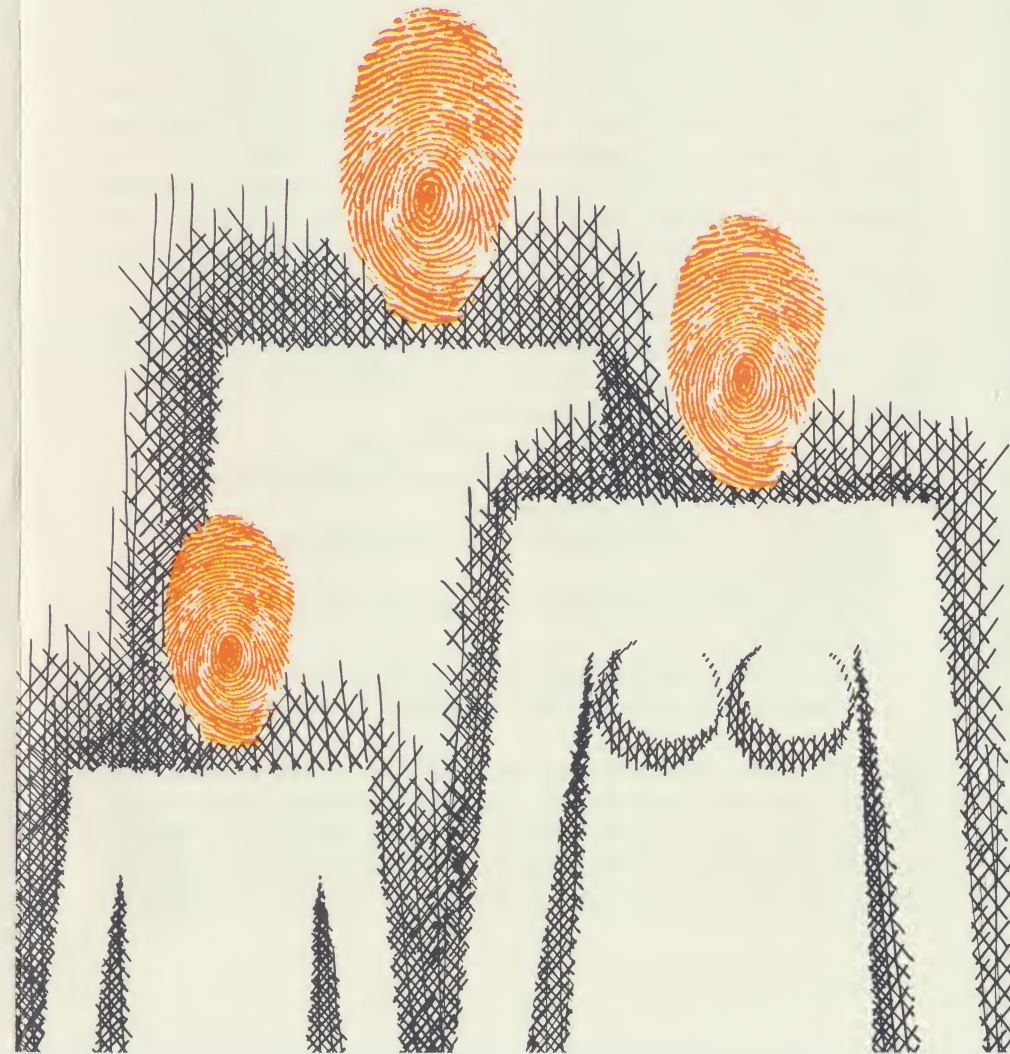
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Behavioral scientists have long been concerned with the relation between the family and its members and the complementary effects of each on the other, but little effort has been made to conceptualize and study the family as an integrated unit. Insights into the relationship of the individual and his family have traditionally been sought through simple two-person, cause-effect models. However, a growing dissatisfaction with this narrow approach has created the need for a broader and deeper understanding of the family itself.

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- *How is the family's character as a collectivity fashioned from the several individualities of its members?*
- *How does each family member relate to and express the family's collective character?*
- *How does each member take his "family-ness" and use it in the larger world?*
- *How do family processes contribute to good or poor mental health?*
- *By what methods and techniques can family processes be studied?*

Part I presents a general framework for analysis of whole families that draws upon the approaches of several social sciences, including psychology and psychoanalysis. Part II illustrates and discusses methods by which the psychosocial interior of the family can be and is studied. This section on method is placed early in the book so that the reader may im-

mediately become acquainted with the research tools that are increasingly making this a manageable field of inquiry.

Part III, *The Family as Mediator of the Culture*, offers a rather novel view of the relationship of the family to culture and society. It shows the family as active rather than passive, as a selective agent that screens and adapts what the culture and society make broadly available. An especially notable paper by Oscar Lewis describes methods of arriving at a more reliable and objective statement of the culture patterns of a given society, and of obtaining a better understanding of the relationship between culture and the individual.

The fourth part of **THE PSYCHOSOCIAL INTERIOR OF THE FAMILY** examines in detail the family's selectivity in its relations with the extrafamilial world, dealing specifically with the ways in which families create boundaries to their own worlds. A number of insightful observations demonstrate that the kinds of boundaries a family creates for itself are highly significant for the life course of its members. Next, Part V shows how families constitute worlds of perception, belief, and communication. Discussing the kind of intrafamilial environment that breeds mental disorder, a highly illuminating paper by Theodore Lidz and his associates delves into the transmission of irrationality within the family structure of the schizophrenic.

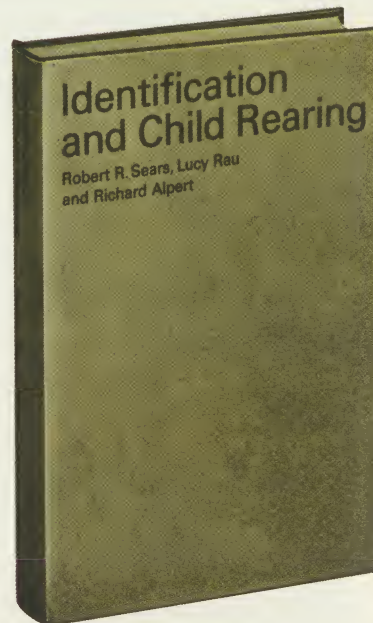
Patterns of "separateness and connectedness" in the family are covered in Part VI. This term is used not simply as a substitute for the more familiar designation, "patterns of interpersonal relations;" rather, its use is intended to call attention to the fact that "what a person is to and for himself is intertwined with what he is to and for others." The papers in this section are designed to show how some separateness-connectedness patterns develop and some of the diverse forms they take. Finally, Part VII analyzes and evaluates what has been accomplished thus far in studying the psychosocial interior of the family from a holistic standpoint, and suggests some future directions.

THE PSYCHOSOCIAL INTERIOR OF THE FAMILY introduces a new dimension to the study of family behavior. It establishes a framework within which meaningful investigations can be pursued, and suggests innumerable avenues for further research. Of profound importance to professionals interested in mental health, social psychology, personality, sociology, clinical psychology, and counseling, this significant new book will be profitably read by everyone concerned with human behavior and the family.

- 1 Problems and Methods
- 2 Dependency
- 3 Adult Role
- 4 Aggression
- 5 Sex Typing and Gender Role
- 6 Conscience
- 7 Conclusions

APPENDIXES

- A Parent Interviews
- B Interview Coding and Reliability
- C Parent and Child Variables
- D Behavior Unit Observations (BUO)
- E Observer Rating Scales
- F Doll Play
- G Adult Role: Quoting Rules (QuRu)
- H Resistance to Temptation (RTT)
- I Guilt Assessments
- J Gender Role (Sex Typing)
- K Supplementary Tables



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identification and child rearing



a review by DONALD P. SPENCE
Research Associate Professor of Psychology
Research Center for Mental Health, New York University

Behavioral scientists have pretty much outgrown the game of "testing" psychoanalytic theory that was so popular during the 30's, and are now entering a new phase. In this approach, psychoanalytic observations are used as a source of initial ideas which are developed into a series of testable statements that may differ markedly from the theory from which they were originally derived. The statements are then explored in a series of experiments; if the findings are positive, they add to our knowledge and reinforce belief in the statements, but they neither prove nor disprove psychoanalytic theory.

This two-step approach was used, quite successfully, by the authors of **IDENTIFICATION AND CHILD REARING**. They begin with the two clinical forms of identification first described by psychoanalytic theory: *anaclitic* and *defensive*. The first describes the process whereby the child (usually under 4) learns that being like the parent is intrinsically rewarding. The second is conceived as a process which occurs in the wake of the first, in the course of which punitive and restrictive qualities of the parent are internalized. Specific hypotheses can be generated by each formulation; the second, for example, leads to the prediction that the amount of aggressive behavior expressed at the fantasy level should vary positively with the strictness of the father.

The study is addressed to two main problems: First, *to what extent are the behaviors which stem from the process of identification intercorrelated*, and second, *what child-rearing attitudes and practices in the parents are related to specific identification behavior in the children?* If the first question is answered positively, the second becomes a search for the specific behavior in the parent that accounts for the cluster of identification-linked behaviors in the child.

To answer these questions, 40 nursery-school children were studied during regular school sessions and during standardized assessment situations. In addition, two doll-play situations were used together with two standardized mother-child interaction sessions and detailed home interviews with the parents. Parent behavior was assessed by standardized interviews with mother and father, observations of the mother during mother-child interaction sessions, and mother-attitude questionnaires.

What are the main findings in **IDENTIFICATION AND CHILD REARING**? With respect to the first question, a cluster of identification-linked behaviors appeared in the girls but not in the boys. The authors relate this difference to the presumed developmental differences in the two sexes.

Both sexes are expected to identify initially with the mother and girls can continue to do so. In boys, however, a new mechanism—defensive identification—is presumed to come into play between the second and fourth year. The emergence of this second mechanism may interfere with the development of identification-linked behaviors, and thus lower the intercorrelations.

What about the relation of parental behavior to identification? Here again the patterns are different for boys and girls. Both sexes seem initially to adopt a feminine form of behavior, learned either through a modeling process or by direct teaching from the mother. Around age three, sex-typed behavior begins to appear, but its appearance does not seem to depend on modeling processes *per se*. Neither the behavior nor the availability of the parents seems to make much difference in this respect. Rather, sex differences appear to be more influenced by parental attitudes toward control of sex and aggression. If they are permissive in relation to these primary drives, both boys and girls will acquire masculine behavior; if they are restrictive, feminine behavior tends to ensue.

A particularly interesting feature of the study are the situations used to measure masculinity and femininity. In one situation, the nursery school and playground were divided into 45 play areas. Areas used by 65% or more of one sex were defined as sex-typed areas. A masculinity score was calculated for each child by dividing the number of half-minute intervals he played in a masculine area by the total number of intervals he played in *any* area. In another situation, the child chooses between pairs of activities, one masculine (such as playing cowboy) and one feminine (such as taking out a doll and baby carriage for a walk). In a third situation, 14 standardized toys—seven appealing to boys and seven to girls—are lined up on the floor. The child chooses one after another. If all male toys are selected first, the child's score is totally masculine. Further information is obtained by a second situation in which the child chooses between his preferred masculine and preferred feminine toy. An observer notes which of the two he plays with and at what point he shifts to the other toy.

All in all, **IDENTIFICATION AND CHILD REARING** is a sound contribution, combining scope and rigor with readability. There is a nice balance of theory and concrete observation. The main findings are particularly interesting because they are unexpected; the modeling hypothesis seems to account for much less sex-typing than had been previously assumed. In fact, the findings will surprise those who feel that sex-typing in children is a direct and necessary consequence of how the parents fill their own sex roles. As in many other areas, behavior is not that simply explained, and this book makes a start toward isolating the relevant variables.